

Discussion on Gaps

Coordination	<ul style="list-style-type: none"> • Coordination among public and private entities. • A 800-INVADERS line is not available outside of the agricultural community.
Reaching a Broad Audience	<ul style="list-style-type: none"> • No common message. • It is important to get the message about invasive species out to young people, especially through existing educational opportunities. Examples include: 4-H and Agriculture in the School curriculum. • In rural communities, the personal contact and relationship was critical to informing and changing behaviors in land/invasive species management.
Funding	<ul style="list-style-type: none"> • Funding for a coordinated effort.
Next Steps	Discussion on Next Steps
Workgroup	<ul style="list-style-type: none"> • Focus on collaboration and a web-portal. Tie this work in with similar goals of the Puget Sound Partnership and the E.C.O. Network. Coordinate with watershed groups. • Develop a slogan and speaking points for Council members to use when discussing invasive species. • Create two FTE invasive species education positions (east and west side) devoted to identifying gaps, inventorying and promoting successful efforts, and developing new educational tools. • Use pilot projects to address Action 3.3 • Coordinate across all borders . fire, land and sea grant partnerships.
Gather Funding	<ul style="list-style-type: none"> • Potential funding sources: Gates foundation, fees on licenses, federal government grants, clearinghouse grants, dedicated funding from General Fund. • Demonstrate how invasive species affect the pocketbook, way of life, health and the environment. • Contract with WSU • Highlight the cost of mitigation versus the cost of prevention.
Decide on Lead	<ul style="list-style-type: none"> • Washington Invasive Species Council • Cascade Land Conservancy . Action 3.3 • Washington State Parks . Action 3.3
Additional Info.	Discussion
Change RCW	<ul style="list-style-type: none"> • Change RCW to convert weed boards to invasive species boards through the Department of Agriculture.
Effective Educational Tools	<ul style="list-style-type: none"> • Coordinated management areas, newsletter e-mail list template, electronic ListServ, sharepoint site, commercial advertisement, public service, local cable TV channels, YouTube, Exhibits/traveling displays, curriculum tied to grade level efficiencies, costumes, weed of the week columns in local newspapers, public-based social marketing, incentives, nursery certification, Backyard Wildlife Habitat (invasive free habitats), signs (environmentally safe property/landscape).

RECOMMENDATION NO. 3

Support targeted outreach campaigns to educate both public and private sectors on the damage caused by invasive species.

Action 3.1 Develop common message and speaking points for council members to use when discussing invasive species.

Action 3.2 Inventory and identify partners most effective educational tools and dissemination tactics. Coordinate educational programs that are successful in the state and region.

Action 3.3 Encourage and leverage the participation of those in the private sector, academia, and the public to help with education.

Action 3.4 Coordinate with Oregon in interpreting results of Oregon Public Opinion Surveys and invasive species focus group work*.